DOCUMENT RESUME

ED 127 782 FL 007 772

AUTHOR Wheatley, Iris Alicia Velez
TITLE Relevant ESL for the Teenager.
PUB DATE 24 Apr 76
NOTE 20p.; Paper presented at the Massachusetts, Association of Teachers of English to Speakers of Other Languages (April 24, 1976) ; Clippings on pages 16-18 may reproduce poorly due to small print

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Bilingual Students; Daily Living Skills; *English (Second Language); English Instruction; Instructional Materials; *Job Application; Job Skills; Junior High School Students; *Language Skills; *Lesson Plans; Reading Instruction; *Teaching Guides; Writing Skills

ABSTRACT

This guide was prepared for the ESL teacher to help bilingual students learn the English reading and writing skills necessary to acquire a summer job. These lessons are relevant to students' needs, an important factor in generating interest and motivation. General objectives are: to design a relevant ESL program for teenagers; to help monolingual students become fully bilingual; to teach ESL students how to follow directions; to teach the use of the dictionary, how to fill out forms, and use of the telephone. Units presented here include a welcome to the community; applying for a Social Security number; seeking a job; using the telephone; shopping at a department store, and visiting the doctor. Materials needed include newspapers, maps, telephone directories, catalogues, forms from various agencies - gas company, post office, telephones, and certain books and films. Lesson worksheets are appended. (CHK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED127782

RELEVANT ESL FOR THE TEENAGER

by

IRIS ALICIA VÉLEZ WHEATLEY

FL002222

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A workshop/presentation offered
at the MATSOL 1976 Spring Conference.

Saturday, April 24

1976

RELEVANT ESL FOR THE TEENAGER

INTRODUCTION

During the Spring of 1975 it was observed that the bilingual students in our Junior High School class were getting bored with some of their lessons. Their interests were elsewhere, in the real world, downtown. They were more interested in buying new Summer clothes, or in translating for their parents at various offices, or in visiting relatives in town.

As Summer approached, some of the students decided to start looking for Summer jobs. Through their inquiries we found out that they did not know where some offices were located in Southbridge, they were stumbling over terms and directions found in various forms, they lacked Social Security numbers in order to apply for jobs, etc. They were unaware of newspapers ads, and when told of a job, were reluctant to call for an interview. It was in view of these and countless other shortcomings that the Bilingual and ESL teachers decided to develop these relevant and useful lessons.

The following drafts for ESL lessons were developed with one particular group of students in mind, students who already could speak in English, but who still had some difficulty reading and writing it. Although these plans will not necessarily fit other ESL groups, they may help ESL teachers to develop similar lessons adapted to their particular groups.

GENERAL OBSERVATIONS

Personal interest in learning English, and interest generated by these units were the most important factors helping our students

accomplish their lessons. The greater their interest in helping their parents and themselves, and in participating in the anglo school-life, the greater their desire to master their lessons.

Lessons had to offer variety, novelty and practicality. We had to be prepared to change tactics at the last minute. Some lessons were learned faster then expected, while others proved to be more difficult than anticipated.

These lessons would have been more effective if worked out in conjunction with the Social Studies, the Science, and the Math teachers as this would have provided more reinforcemant.

More often than not, teachers have forgotten how they learned their language. This is why it is suggested that ESL teachers develop similar units along with the students. They can tell when they need more reinforcement, and when they have had enough on the subject. From their "blunders" and "mistakes", one may draw up lists of words needing more review and practice. One may also use the outcome of oral discussions for the material in worksheets.

As we developed each unit in the classroom, we found it useful and oportune to introduce some synonyms, antonyms and homonyms pertinent to the subject discussed. Since most of our students were helping their parents as interpreters in town, we found that we had to help them correct errors of translation. We designed worksheets where they would have to translate from English to Spanish and from Spanish to English.

The "Relevant ESL" lessons were alternated with other English readings and assignments, for the same reasons you do not give a child too many sweets for fear they may develop cavities.

GENERAL OBJECTIVES OF PROJECT

1. To design a relevant ESL program for teenagers, especially those in grades 8 and 9.
2. To help monolingual students become fully bilingual and able to express themselves equally well in both languages.
3. To teach ESL students how to and whys and wherefores of fo owing directio s.
4. To teach ESL students how to use the dictionary: for translating and to find the meaning of words.
5. To teach students how to fill forms.
6. To teach students how to use the telephone.

UNITS - ROUGH DRAFT

1. Welcome to Your Community.
2. How to and Why Apply for a Social Security Number.
3. Where to Look for a Job and How.
4. How to Use the Telephone.
5. Buying at the Department Store.
6. A Visit to the Doctor.
7. Other units to be added according to need.

MATERIA' S

1. Newspapers.
2. Maps - World, of Mass. and of Town.
3. Telephone Directories
4. Catalogues
5. Forms form various agencies: Post Office, Gas Co., etc.
6. Help Yourself to Read, Write and Spell, Book 2, by W. G. Loesel, Ginn and Co., Lexington, Mass.
7. "Telezonia", telephones, and other materials form Te. Co.

8. Duplicating Books:

   a. "Basic Skills for Everyone", by Eleanor Young, CEBCO.

   b. "Listening and Visual Skills IV", Basic Skills and Concepts Library, VMI.

   c. "Forms in Your Future", by M. Goltry, Learning Trends, a Div. of Globe Book Co., Inc., NY.

OTHER MATERIALS OUR TEENAGERS FOUND INTERESTING

1. The Fallen Angel and other stories. Scholastic Book Services.

2. Hispano-American Contributors to American Life, Benefic Press, Westchester, Ill.

3. Movie on Puerto Rico - students had to translate Spanish script.

4. Short films - no sound - students had to provide narrative.

I. UNIT ONE - WELCOME TO SOUTHBRIDGE

A. OBJECTIVES

1. To familiarize students with the Chamber of Commerce.
2. To help students find their way around their new town; to shorten "fear" places and distances, and to locate service areas like the Post Office, the Library, doctor's offices, the Hospital, etc.
3. To show ESL students that there are other people who have also experienced their problem when they were newcomers in town.
4. To teach students how to ask, give and follow directions.

B. LESSONS

1. Oral class, with World Map and/or Globe. Show student's country of origin and Mass.
   a) Have students talk about their country, about their town, how they traveled to Mass., why they came to Mass, and about their relatives.
   b) Have students compare their country with Mass.
2. Map of town.
   a) Explain about the Chamber of Commerce and their services. With map, show location of Chamber of Commerce in town.
   b) Locate school in map.
   c) Locate their homes and other familiar places:

Church with Spanish services	Hospital
Grocery store	Post Office
Spanish market	Telephone
Library	Electric Co.

   d) Oral discussion in class using map.
      What route do you take to school?
      Who lives closer to school?

3. Review oral dicussions. Review compass directions. Ask students what they do after school. Ask them to use new vocabulary.
4. Have Students make their own skits. Give these directions:
   a) Antonio Lopez has just arrived from Puerto Rico. He lives in your own building and will come to your school. Tell him how to get to school from your apartment.
   b) This is Maria's first day in school. Introduce her to your teacher and classmates. Explain some of the school rules to Maria.

      (These introductions have been practiced before)

C. MATERIALS

1. Large World Map.
2. Map of town, one for wall, and desk copy for each student.
3. Pictures of places in town.

II. UNIT TWO - HOW & WHY APPLY FOR A SOCIAL SECURITY NUMBER

A. OBJECTIVES

1. To teach students vocabulary necessary when filling applications.
2. To help students apply what they learn in English, and help them to grow confident in their new language.
3. To motivate students in seeking jobs and not welfare.

B. LESSONS

1. Explain reasons for applying for a Social Security number - what they need that number for.
2. Discuss vocabulary orally. (sign vs print your name, full name vs maiden name, etc.)
3. Explain other directions on card:
   a. Who signs when person can not write.
   b. What to do in case you loose your card.
   c. Examples of other cases where you must sign your name, not print it.
   d. Reasons for filling applications in dark ink.
4. Review vocabulary and fill in worksheet.
5. Conversation skit - by students. Review material again.
6. Students will fill copy of card. Degree of completness will show how well they learned their lesson. Any mistakes will be discussed for benefit of whole class, not as mistakes, but as points to remember for the future.
7. What is Social Security.
8. Students will be encouraged to go to the Post Office and fill the card by themselves.

C. NOTE

1. Some of the suggested lessons seem to be tailored for a Social Studies class rather than for an ESL class. But students always want to know why they have to do what you ask them to do. These explanations will answer their curiosity. They should be given by the Social Studies teacher in conjunction with the ESL lessons, or else by the ESL teacher as part of the unit.
2. Rules and directions should always make sense to the student in order to be followed correctly.

D. MATERIALS - Social Security Card form Post Office

III. UNIT THREE - WHERE TO LOOK FOR A JOB AND HOW.

A. OBJECTIVES

1. To teach students how to use dictionaries.
2. To help students become more fluent in English.
3. To help students express themselves clearly and concisely.
4. To teach students how to read ads and how to answer them, and write their own ads.
5. To encourage students to look for part-time and Summer jobs.

B. LESSONS

1. Now that we have a "number", let's look for jobs. With newspapers brought to class, students will look for different advertisements. Other places one may look for a job will also be explained.
2. Prepare worksheet with main headings appearing in the classified ad section of newspaper. Have students find meaning of each heading, and translate into Spanish.
3. Review classified ads. Work on sheet with vocabulary from "Help Wanted" section. Use dictionaries.
4. Worksheet analyzing samples from "Help Wanted". Oral discussion.
5. Repeat any worksheets if necessary, Discuss Small Businessess. Analyse ads on "Business Opportunities" section.
6. Have students write their own ads. Information must be precise and concise. They must figure out cost of same.
7. Using ads they wrote, the students now will apply for each other's jobs. One student will interview, another will look for a job.
   a. Emphasize: greetings , please, thenk you.
   b. Speak clearly
   c. State your business - no roundabouts.
   d. Make sure each party understands the other.
8. More review where necessary.

C. MATERIALS

Newspapers - dictionaries.

"Going to Work", chapter 1 of Help Yourself to Read, Write, and Spell, by W. G. Loesel, Ginn & Co.

IV. UNIT FOUR - HOW TO USE THE TELEPHONE

A. OBJECTIVES

1. To teach students how to use the telephone.

2. To teach students how to use the white and the yellow pages of the telephone directory. (What information is therein)

3. To teach students how to "talk into" the telephone, how to receive calls, and how to give and take information.

4. To teach students that the telephone and telephone directory can save them a lot of walking if used properly.

B. LESSONS

1. Show filmstrips provided by telephone company or any other suitable films.

2. Discuss material of booklet: "We Learn About the Telephone".
   a. Methods of sending messages.
   b. How we communicate.
   c. Sound waves and how the telephone works.
   d. How we use the telephone.
   e. Things to watch for when we dial.
   f. How to get help in an emergency.
   g. Telephone manners.

3. Worksheet to review material on booklet.

4. How to use the telephone directory.
   a. Information on white pages
   b. How to look up somebody's phone.
   c. Information on yellow pages.

5. Review. Look up numbers and addresses. Look up information for long distance calls. Look for service numbers of telephone company. Look up numbers and addresses for professionals in yellow pages. (from list supplied by teacher)

6. Students will make believe that they are newcomers in town. They want to talk with an aunt or friend while visiting other relatives in town. Practice proper use of phone. Make a long distance call to Puerto Rico. Students will use the telephone sets supplied by the company.

7. Look for an apartment. Studetns will further skills with newspapers. They will call for more infromation and make an appointment to visit the apartment.

Telephone, cont.

8. Review vocabulary with dictation. Students will write skits.

9. Present these situations to students and have them choose one to develop in small groups.
   a. Apply for installation of additional telephone.
   b. Call school to notify that daughter is sick and will be absent.
   c. Call the doctor for an appointment.
   d. Call gas company - you ran out of gas.
   e. Call manager of apartment - you have a terrible leak.
   f. You want to go to Puerto Rico. Find a Travel Agency in yellow pages, ask about flights and prices. Buy a ticket through the phone.

C. MATERIALS

1. "We Learn About the Telephone", American Telephone and Telegraph Co., 1964, part of Telezonia, supplied by Public Relations Office of the Telephone Co.

2. Telephone set on loan form Tel Co.

3. Old telephone directories.

4. Newspapers.

5. Films or filmstrips from Science Dept. on the Telephone.

V. UNIT FIVE - BUYING AT THE DEPARTMENT STORE

A. OBJECTIVES

1. Students will learn to distinguish colors, sizes, finishes, and materials.
2. Students will learn name for each different garment, etc.
3. Students will learn how to shop for different items in a department store, with and without the help of a clerk.
4. Students will also learn how to order through a catalogue.

B. LESSONS

1. Oral presentation of clothing and household goods. When this has been mastered, have worksheets where students will pair item with correct word.
2. Oral discussion of colors, shapes, materials, finishes, sizes, and prices.
3. Review vocabulary with written work.
4. Review clothing. Have students work out skits where they go to a store to buy clothing. Have them write the dialogues.
5. Review household goods. Skits - Ask clerk for several items of household goods you need to buy.
6. Practice returning faulty merchandize.
7. Review and written work.

C. MATERIALS

1. Cut-outs from magazines despicting different items for flannel board.
2. Old catalogues - Sears, Jordan Marsh, Value House, etc.
3. "The Department Store", chapter 2 of Help Yourself..... by W. G. Loesel, Ginn & Co.
4. If ambitious, bring to class some of your own household goods.

D. NOTE

Ordering blanks in the catalogues may be studied. Students may be taught how to fill them in. Use dictionary for terms in order forms.

VI. UNIT SIX - A VISIT TO THE DOCTOR

A. OBJECTIVES

1. Students will learn new vocabulary - body parts and ailments.
2. Students will learn how to make appointments, and how to proceed at the doctor's office.
3. Students will learn how to explain their ailment to the doctor.
4. Students will be able to translate for their parents.

B. LESSONS

1. Review introductions. Review filling blanks.
2. Review parts of the body. Simon says game is useful.
3. Worksheet - match part of body with word.
4. Explain types of ailments, degree of hurt, itch, etc. Use chart and dictionary. May translate to student's language.
5. Dictate sentences with new words.
6. Practice procedure at doctor's office. Explain need for patient's medical history, birth sertificate, etc.
7. Skits - visits to doctor with cuts, pains and what not !
8. Review vocabulary. Describe a scene of an accident using parts of the body and new vocabulary.
9. More skits - Doctor, nurse, mother and child at an emergency room.
10. Practice calling for an appointment. You can not meet your appointment, call for a new one and explain reason for not keeping old one.
11. Call inquiring about an especialist for child.

C. MATERIALS

1. Sample information sheets from different doctor's offices.
2. Science charts of the human body.
3. Materials for flannel board.

RELEVANT ESL FOR THE TEENAGER

APPENDIX

by

Iris Wheatley

LOOKING FOR A JOB
Worksheet

Name_____
Date_____

1. When looking for a job (work), one may visit different employment agencies, to the personnel office of different factories, or one may look into the want ads (help wanted) in the advertisement pages of the newspaper. The Sunday newspaper has more than the weekly ones.
   * Where would you look for a job? Why?

2. One should apply for a job or position one has training in, or has experience, or in a field one wants to specialize in.
   * What kind(s) of job(s) would you look for?

3. Do you need special training for the job you want?_____
   What training do you need?

4. Would you like to work part-time or full-time?_____
   Why?

5. Would you prefer a Summer job? Why?

HELP WANTED Studying an ad.
When you read an ad you will notice that it does not contain all the information you may want to know about the job. That is why we call for an interview, or for information.

1. Choose an ad and study it. What does it really tell you about the job?
   Type of work -
   Working hours -
   Salary -
   Experience needed -
   Any benefits -
   Employer -

Name_____
Date_____

WHICH JOB?

32 HELP WANTED

1. **ACCOUNTS RECEIVABLE** Experienced person to maintain accounts receivable records for local college. Some typing required. 755-4314, extension 5 for interview.

2. **AUTO MECHANIC** Experienced. American Motors and Jeep products. Uniforms furnished. B & F Motors Inc., 560 Southwest Cutoff, (Next to Fair), 799-2704.

3. **BABYSITTER-MATURE,** Experienced. Needed for 2 children while parents work. Northboro area. 869-6414 after 6.

4. **COOK** Full time, in charge of food service program. Challenging position for person with good knowledge of food preparation including baking. Ability to maintain working group effort. Desirable salary plus fully paid vacation and benefit program. Equal opportunity employer. Peoples Church Nursing Home - South, 119 Providence St., 791-7881.

5. **DRIVERS WANTED** For Mobil Ice Cream vending trucks. No experience necessary. Excellent routes available. Apply and start now! South Shore Ice Cream, 31 Southwest Cutoff, Rte. 20, Worcester. 752-9244.

6. **HAIRDRESSER** Experienced. Stella Antul Beauty Salon, 609 West Boylston St., Worcester. 853-1481.

7. **MAINTENANCE PERSON** Capable of maintaining equipment, in medium size screw machine plant, electrical knowledge a plus. Excellent wages. Apply Worcester Taper Pin Corp., 47 Lagrange St.

8. **NURSES AIDE** 11-7, experienced and mature, full time to include every other weekend. Call Mrs. Morrison, Mill Hill Nursing Home, 791-3168.

9. **PART TIME** Help needed mornings, 3-4 days weekly. Experience not required. Good starting salary. Apply Mr. Charles, Big Discount Wonder Market, (corner Main & Holt). Please do not apply Mondays.

10. **PART TIME** Keypunch operator, experienced on IBM 029 keypunch required. Hours 9-1, Tuesday, Wednesday, Friday. Rate $3.50 per hour. Send resume to Q 31 Telegram & Gazette.

11. **R.N., L.P.N.** Charge nurse, 7-7:30, full time, off alternate weekends. Excellent salary, paid vacation, holiday sick time, Master Medical, life and disability insurance, dental plan. Equal opportunity employer. People's Church Nursing Home South, 119 Providence St. 791-7881.

12. **SECRETARY** Good typing and light shorthand. Bank experience required. $118. Fee pd. Bailey Employment, 755-0457.

13. **SEC'Y. LEGAL** Experience preferred, but not necessary. Good pay, life insurance, medical and retirement benefits. Write S 13 Telegram & Gazette.

14. **SECURITY GUARD** Full time, salary position, from 9 p.m. to 6:30 a.m., 6 nights per week. Call 798-0863.

15. **SOURCE PERSONNEL** Inc. Specializing in professional, technical and office staffing placements. All positions are fee paid by client companies - an contracts. 1135 Mechanics Tower, 756-0188.

16. **WAITRESS - WAITER** Banquet or cocktail for the oncoming season. Apply or call Wachusett Country Club, West Boylston, Mass. 835-4414.

17. **WAITRESS OR** Waiter, all shifts, full or part time. Call Uncle Will's Diner, Route 20, Shrewsbury 842-9528.

18. **WAITRESS-WAITER** Experienced, days, 6 a.m.-3 p.m. Apply person, Stuart's Diner, 317 West Boylston St.

19. **WELDER** Acetylene and electric. Apply John J. Adams Die Corp., 6 Nebraska St., Worcester.

1. Which of these jobs would you apply for?_____

2. Why?_____

3. Maria is a very good cook. Which job would she apply for?

_____

4. What type of cars would the auto mechanic have to work with if h he accepted job #2 ?_____

5. Carlos likes to fix machines. What job could he apply for?

_____

What experience will he need?_____

6. Betty is a registered nurse and she took the job offered here. (R.N) What conditions does it offer?_____

_____

7. Pedro has a driver's licence. Is there a job he can apply for in here? _____ What does it consist of?_____

8. Which part-time job would you apply for, the one at Big Dicount or the one for a Key Punch Operator? _____

Why?_____

9. Adelina would like to work as a waitress. Which of the 3 jobs available would you suggest she apply for?_____

Why?_____

Name _____
Date _____

OPPORTUNITY TO START YOUR OWN SMALL BUSINESS

38 BUSINESS OPPORTUNITIES

CHANCE OF A lifetime. Marine and recreational business, well established. Backed up by 20 years of goodwill. Weekdays 617-883-7712 Sundays 481-5866.

CHEMICAL TOILET Business, consisting of 75 fiberglass toilets, a 1973 C-45 Chevrolet Cab with specially built Lely tank and 1975 accounts. Call 1-413-736-2511 after 5.

DOG KENNEL [illegible] 7 room home, 4 bedrooms, swimming pool. Excellent condition. Exclusive broker, 799-8822.

LEARN HEARING Aid business. Will train in preparation for taking over business. No investment now. Write M-19 Telegram & Gazette.

LOCAL TAXI Company seeks person in the industry for possible working partnership or fleet owners interested in forming new taxi association. Write K 17 Telegram & Gazette.

FOR SALE Worcester taxi cab. Call 755-7971.

PAWN SHOP Make offer. Terrific opportunity-illness we-rents sale of business, plus large inventory. Will consider best offer. Jameson, 756-8888.

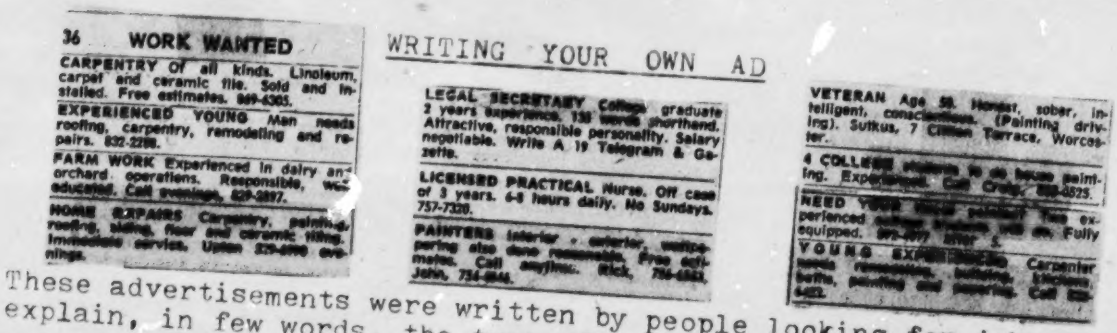
These advertisements tell you about small businessess available in the area. If you are interested in starting your own business, you may look into any of them.

1. Which one tells you of the sale price? _____

2. What kind of shop is being sold? _____

3. You have a driver's licence and you like to drive. Which businessess would you lock into? _____

WRITING YOUR OWN AD



36 WORK WANTED

CARPENTRY Of all kinds. Linoleum, carpet and ceramic tile. Sold and installed. Free estimates. 869-4365.

EXPERIENCED YOUNG Man needs roofing, carpentry, remodeling and repairs. 832-2298.

FARM WORK Experienced in dairy and orchard operations. Responsible, well educated. Call evenings, 829-2897.

HOME REPAIRS Carpentry, painting, roofing, siding, floor and ceramic tiling. Immediate service. Upton 529-6890 evenings.

LEGAL SECRETARY College graduate 2 years experience. 130 words shorthand. Attractive, responsible personality. Salary negotiable. Write A 19 Telegram & Gazette.

LICENSED PRACTICAL Nurse. Off case of 3 years. 6-8 hours daily. No Sundays. 757-7220.

PAINTERS Interior - exterior, wallpapering also done reasonable. Free estimates. Call anytime. Rick, 756-6543, John, 756-8846.

VETERAN Age 38. Honest, sober, intelligent, conscientious. (Painting driving). Sutkus, 7 Clinton Terrace, Worcester.

4 COLLEGE students to do house painting. Experienced. Call Craig, 886-0525.

NEED YOUR [illegible] painted? Two experienced painters [illegible] and on. Fully equipped. 892-2097 after 5.

YOUNG EXPERIENCED Carpenter wants remodeling, building, kitchens, baths, painting and repairing. Call 886-6422.

These advertisements were written by people looking for jobs. They explain, in few words, the type of job they are able to do.

1. What other information have most of them included? _____

2. Write your own ad. Include all the information necessary.

WORCESTER TELEGRAM & GAZETTE
20 Franklin St., Worc., Mass. 01613

CLASSIFIED ADVERTISING: RATES • INFORMATION

Index of Major Classifications

Announcements	7-10	Merchandise	51-66
Automotive	11-23	Business Services	66A-66Q
Employment	32-36	Rooms for Rent	67-74A
Financial	38-41	Real Estate for Rent	75-81
Instruction	44-46	Real Estate for Sale	81A-89
Livestock	47-49	Auctions	90

NEW SET SOLID WORD RATES (PLACED DIRECT)

Minimum charge 15 words

WORDS	1 DAY		3 DAYS		7 DAYS		10 DAYS	
	Chg.	Cash	Chg.	Cash	Chg.	Cash	Chg.	Cash
Up to 15	3.80	3.50	6.70	6.05	13.20	11.55	18.90	16.50
16 to 20	5.00	4.55	8.90	8.05	17.70	15.45	25.30	22.10
21 to 25	5.90	5.35	11.40	10.00	22.15	19.30	31.60	27.60
26 to 30	6.80	6.45	13.40	12.10	26.45	23.20	37.80	33.10
31 to 35	8.05	7.30	15.80	13.95	30.80	27.05	44.00	38.60
36 to 40	9.20	8.35	18.15	16.10	35.25	30.85	50.40	44.10

Payment within 7 days after date of expiration of ad earns the cash rate. All advertissments earning 2 to 14 times rates must be published on consecutive days. For the best results and lower cost, it is recommended that ads be placed on 7-day-or more basis (Cancel when results are obtained, and be charged for only the days run).

Just say "Charge It" if you are a permanent resident (listed in the Telephone directory) of Massachusetts, Putnam, Killingly, Thompson and Woodstock, Connecticut. All "Apartments Wanted" "Work Wanted," "Cats and after this date . . ." "Merchandise" (when moving) and "Travel" ads are to be prepaid.

If desired, The Telegram & Gazette will furnish Box Number Service for advertisers. Charges; Replies picked up $1.00. Replies mailed to advertiser $2.00. Box number ads require five words additional for the address.

For complete rate information, including Classified "Display," local contract, and Advertising Agency placed, we suggest you call, write or come in.

Classified Phone Room Hours
Daily 8:30 A.M.-5:00 P.M. Saturday 8:30 A.M.-1:00 P.M.
Sunday 12 Noon-5:00 P.M. Holiday 1:00 P.M.-5:00 P.M.

CLASSIFIED AD DEADLINES

SET SOLID AD
Daily 5 p.m. day prior to publication.
Sunday - 1 p.m. Saturday

STYLE ONE and DISPLAY
Daily - 2 working days prior to publication.
Sunday-Thursday 5 p.m. prior to Sunday of publication.

Call . . . 791-6361
to Place Your Classified Ads
Beyond the Local Worcester Calling Area
CALL COLLECT
Collect calls accepted from anywhere in Massachusetts
Killingly, Putnam, Thompson and Woodstock, Connecticut

THE TELEPHONE
Worksheet

Name_____
Date_____

A. Explain 6 ways used for sending messages before we had telephones.

1.
2.
3.
4.
5.
6.

B. How do we communicate? Name 8 ways.

1.
2.
3.
4.
5.
6.
7.
8.

C. Explain two things we must watch for when we dial a number.

D. Telephone manners. If you were called any of these names, what would we be trying to tell you?

1. monkey -

2. elephant -

3. hog -

4. bear -

5. lion -

E. What type of information will you find in:

1. White pages of telephone directory -

2. Yellow pages of directory -

THE TELEPHONE
Worksheet

Name_____
Date_____

A. FILL IN THESE QUESTIONS AS IF YOU WERE APPLYING FOR TEL. SERVICE.

Name -
Address -
Apartment number -
Floor number -
Where employed -
How long employed -
Have you had a telephone previously? _____ Where?_____ When_____

B. Indicate numbers you should dial in order to call Puerto Rico using the direct dialing system.

C. What is cheaper, direct dialing or an operator assited call?

D. What should you do when you receive an "annoyance call" ?

E. Who pays a COLLECT call?

F. What is the area code of your town?

G. The telephone Co. is calling about your new telephone. Give correct answers. T= tel. Co. Y* your answer.

T - Telephone company. May we help you?

Y -
(state your business)
T - Have you had a phone in that apartment before?

Y -

T - Where would you like the phone installed?

Y -

T.- Would you like and extemsion? Y - _____ T.- Where? Y-_____

T - What type and color would you prefer?

Y -